



STATE OF WASHINGTON
PROFESSIONAL EDUCATOR STANDARDS BOARD

Old Capitol Building, PO Box 47236 • Olympia, WA 98504-3113 • (360) 586-4465

TO: Honorable Gary Locke, Governor
Members, Washington State Legislature
Members, Washington State Board of Education
Dr. Terry Bergeson, Superintendent of Public Instruction

FROM: Tom Charouhas, Chair
Washington Professional Educator Standards Board (WPESB)

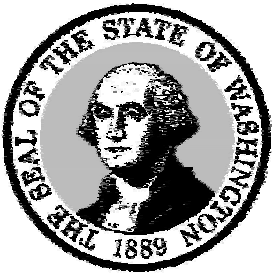
RE: Enclosed Reports:
▪ Recommendations for High-Quality Alternative Routes to Teacher Certification
▪ Annual Report of the WPESB

Date: December 1, 2000

The members of the Washington Professional Educator Standards Board (WPESB) are pleased to submit our report with recommendations for high-quality alternative routes to teacher certification, as well as our annual status report on the WPESB's progress since our appointment July 15, 2000. The reports highlight activities undertaken to ensure successful implementation of EHB 2760, An Act related to standards for educator quality.

The vision of the WPESB is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students. In conducting our work we are particularly mindful of the professional needs and concerns of certified teachers, administrators, and educational staff associates in our state. In addition, the WPESB has conducted its activities through an open process, inclusive of the broader education community and public, with the goal of bringing greater public focus and attention to education professions.

If you have questions or need additional information, please do not hesitate to contact me or the WPESB executive director, Jennifer Wallace, at (360)586-4465.



STATE OF WASHINGTON

Annual Report

Submitted to:

**Governor Gary Locke
Washington State Legislature
State Board of Education
Superintendent of Public Instruction**

**PROFESSIONAL
EDUCATOR
STANDARDS
BOARD**

DECEMBER 2000

To obtain additional copies of this publication or to obtain it in an alternative format, contact the Washington State Professional Educator Standards Board at (360) 586-4465.

More information concerning the WPESB may be obtained by contacting the Board's staff at:

Washington Professional Educator Standards Board
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Background

The Washington Professional Educator Standards Board (WPESB) was created by the 2000 Legislature. The mission of the WPESB is to:

- Advise and provide recommendations to the Superintendent of Public Instruction, State Board of Education, Governor and Legislature on the full range of issues affecting state-certified education professionals, including: recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation.
- Implement and oversee new basic skills and subject matter assessments to be required of all new teachers prior to state certification; and
- Bring greater public focus and attention to education professions.

In addition to this ongoing mission, the legislature charged the WPESB with submitting a report by December 1, 2000 to the governor, education and fiscal committees of the legislature, the state board of education, and the superintendent of public instruction, providing:

“recommendations for at least two high quality alternative routes to teacher certification. In its deliberations, the board shall consider at least one route that permits persons with substantial subject matter expertise to achieve residency certification through an on-the-job training program provided by a school district.”

Members

The 20-member Board includes the Superintendent of Public Instruction (ex-officio, non-voting) and 19 members appointed by the Governor. Board nominees completed an application process that included a questionnaire and phone interview to evaluate experience and ability to commit to the substantial work assigned this board.

In order to represent both certificated educators in Washington State and programs that prepare educators for certification, EHB 2760 was specific that the composition of the Board was to include:

- 7 public school teachers
- 1 private school teacher
- 2 public school principals
- 1 private school principal
- 1 district superintendent
- 2 educational staff associates
- 2 representatives from public higher education educator preparation program
- 1 representative from a private higher education educator preparation program
- 1 parent
- 1 member of the public

The legislation also specified that four of the Governor's 7 public school teacher nominees must be nominees submitted by each of the four major caucuses of the state legislature.

On July 15th, the following members were appointed by Governor Locke to four-year renewable terms:

- Tom Charouhas, Chair, science teacher, Rose Hill Jr. High School, Redmond
- Elaine Aoki, lower school director, the Bush School, Seattle
- Carolyn Bradley, fourth-grade teacher, Isom Intermediate School, Lynden
- Carol Coar, school psychologist, Foss High School, Tacoma
- Nancy Diaz-Miller, principal, McKnight Middle School, Renton
- Ken Evans, sixth-grade teacher, Laurin Middle School, Vancouver
- Sheila Fox, associate dean, college of education, Western Washington Univ., Bellingham
- Emmitt Ray Jackson, public representative, Richland
- Gary Kipp, principal, Mark Morris High School, Longview
- Tim Knue, agricultural teacher, Mount Vernon High School, Mount Vernon
- Gary Livingston, superintendent, Spokane School District
- Kathryn Nelson, special education teacher, Hamlin Robinson School, Seattle
- Helen Nelson-Throssell, mathematics teacher, Lincoln High School, Tacoma
- Martha Rice, parent representative, Yakima
- Ron Scutt, lead teacher, Stehekin Elementary, Stehekin
- Karen Simpson, speech and language pathologist, Spokane School District
- Yvonne Ullas, first-grade teacher, Naches Primary School, Yakima
- Dennis W. Sterner, dean, school of education, Whitworth College, Spokane
- Patricia Wasley, dean, college of education, University of Washington, Seattle
- Terry Bergeson, superintendent of public instruction, exofficio nonvoting

Meetings

Since the WPESB's appointment July 15th, the Board has met on four occasions, on the following dates and locations:

August 3-4	Office of the Superintendent of Public Instruction	Olympia
September 19-20	Office of the Superintendent of Public Instruction	Olympia
October 24-25	Central Washington University	Ellensburg
November 28-29	Spokane School District	Spokane

Appendix A contains the agendas and minutes for these meetings.

Accomplishments to Date

Starting with its first meeting in August 2000, the WPESB has engaged in three major areas of activity:

1. Assuming new roles and responsibilities
2. Information gathering and analysis on issues within the Board's advisory capacity
3. Development of recommendations to Legislature on high-quality alternative routes to teacher certification.

Assuming New Roles and Responsibilities - The WPESB's first order of business was to gain an understanding of the roles and responsibilities assigned them by the legislature and to establish themselves as a functioning board. The WPESB has:

- Reviewed and discussed legislation creating WPESB.
- Received briefing on Open Meetings Act and other laws guiding board activities by legal counsel assigned to the WPESB.
- Developed and discussed Operating Guidelines and Procedures, and a Code of Ethics (Appendix B).
- Appointed 7-member Executive Committee to oversee interview process for Executive Director and to serve an ongoing planning and agenda-setting function. Membership reflects the roles on the full board and consists of 2 teachers, 1 administrator, 1 educational staff associate, 1 higher education teacher preparation representative, and 1 parent/member of public. Current members include:
 - Tom Charouhas, Chair
 - Carolyn Bradley
 - Carol Coar
 - Ken Evans
 - Sheila Fox
 - Emmitt Jackson
 - Nancy Diaz-Miller
- Developed a position description, interviewed, and hired an Executive Director. The Executive Committee met on two occasions to conduct first- and second-round interviews. The full board approved the hiring of Jennifer Wallace as WPESB executive director at its September 19-20 meeting.
- Established the WPESB office. The office opened with the first day of employment of the new Executive Director and Executive Assistant on October 13th.

Information gathering and analysis on issues within the Board's advisory capacity.

Essential to making progress and improvements in education professions in Washington is understanding its current status. The WPESB has reviewed and analyzed existing policies and initiatives in our state aimed at ensuring highest possible standards for educators. In doing so we have invited presentations and held public dialogue with:

- State Board of Education staff on educator preparation and certification, teacher assessment, and the activities of the 5 previous subcommittees replaced by the WPESB;

- The Partnership for Excellence in Teaching, regarding their policy audit on the status of teaching quality in Washington State and their recommendations for improvements;
- OSPI staff, regarding current state certification requirements and the activities of the professional education and certification office; and
- Deans of colleges of education, regarding their performance-based preparation programs; and
- School district representatives, regarding their needs and priorities for ensuring high-quality staffing.

Development of recommendations to Legislature on high-quality alternative routes to teacher certification. With just three and one-half months from its first meeting until its report due date to the legislature, the WPESB has spent the majority of its time meeting their charge to provide recommendations for alternative routes by examining:

- Research defining high-quality alternative routes;
- Washington data regarding teacher supply and demand, including existing and projected shortages;
- Other states' experience with implementing both high-quality alternative routes and alternative certification; and
- Existing and recently discontinued alternative routes offered in Washington State.

In addition, the WPESB has:

- Heard testimony from a variety of education organizations, school districts, colleges of education, legislators, educators and other citizens regarding their views on teacher preparation and potential alternative routes to teacher certification;
- Presented and discussed proposals by WPESB members for alternative routes; and
- Shared drafts of its proposals with a variety of education organizations and associations, policymakers, school districts, and

Next Steps

With the Board's first assigned task of submitting recommendations on alternative routes to teacher certification to the legislature successfully completed, the Board will immediately engage in three areas of activity:

- 1) **Basic Skills and Content Assessments for Residency Certification.** Current law requires that the basic skills assessment required for entry into Washington teacher preparation programs and for out-of-state candidates seeking residency certification to be made available and piloted beginning September, 2001. Washington teacher preparation programs currently administer a variety of basic skills assessments. One existing assessment must be selected, or a new assessment developed. The Assessment Specialist position for the WPESB funded by the legislature will be sought and hired and a small, representative working team of WPESB members selected to begin this work immediately. Their work will include examining current basic skills assessments used by preparation programs and examining options for consensus on selection of existing assessment versus selecting or developing a new assessment.

The content assessment required for residency certification must be made available and piloted beginning September, 2002. This will require the development of a Request for Proposal to potential testing vendors to develop a new assessment for each content endorsement area. This will be a more complex process, requiring evidence of alignment of assessment items with standards for beginning teachers as well as alignment with the Essential Academic Learning Requirements for students. The Assessment Specialist will lead a Working Team and development of this assessment as well.

- 2) **Strategic planning and agenda setting on advisory issues** – The WPESB was assigned a broad range on which to advise state policymakers including recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation. The short timeline allotted the WPESB for producing recommendation on alternative routes has necessitated delaying this important activity until this point. Setting priorities among these issues and developing a strategic plan on how to proceed in addressing them will be informed by several sources, including:
 - Status of the work of the 5 pre-existing subcommittees to the State Board of Education replaced by the WPESB and deadlines in existing WAC;
 - Recommendations contained in the recent reports of the Partnership for Excellence in Teaching, The Status of Teaching in Washington State and A Great Teacher for Every Classroom;
 - Input from WPESB members based on knowledge of priorities of their professional peers and professional organizations/associations;
 - Priorities of the Office of Professional Education and Certification within the Office of the Superintendent of Public Instruction.
 - The report of the Washington State Institute for Public Policy on the scope and authority of the WPESB and Professional Educator Standards Boards in other states.
 - Any additional duties assigned the WPESB by the Legislature.
- 3) **Communications and public engagement.** Because professional standards boards have educator quality as their sole focus and agenda, one major impact of standards boards in other states is that they become a powerful voice for educational professionals and the main place where professional and public dialogue about educator quality takes place. The Board will engage educators and the public in its work through:
 - Interactive web site with all Board documents and transcripts, online dialogue, and an information clearinghouse with links to relevant organizations and resources;
 - Email list serve to keep constituents informed of Board meetings and events; and
 - Issue briefs and occasional papers on topics of current state interest.
- 4) **Follow-up discussion on high-quality alternative routes to certification.** The WPESB report contains recommendations for additional areas of study and action both with regards to alternative routes and related policy issues needing attention for alternative routes to be successful. Our commitment to alternative routes does not end with the submission of our report with recommendations. We want to ensure that needed system supports are in place to serve the needs of districts and the alternative route candidates they hire.

Future Meeting Dates

The WPESB will hold five two-day meetings in 2001. The WPESB Executive Committee will also hold at least five two-day meetings in 2001, meeting on alternating months from the full Board. Dates and meeting locations are listed on the chart below.

WPESB 2001 Meeting Dates and Locations

	Meeting Date	Location
Executive Committee	January 30-31	Renton
Full Board	February 13-14	King County – TBD
Basic Skills Assessment Working Team	February – September	TBD
Executive Committee	March 20-21	Renton
Full Board	April 24-25	Bellingham
Executive Committee	May 23-24	Renton
Content Assessment Working Team	May 2000 – September 2002	TBD
Full Board	July 10-11	Tacoma
Executive Committee	August 6-7	Renton
Full Board	September 25-26	Tri-Cities
Executive Committee	October 30-31	Renton
Full Board	November 28-29	Vancouver

**Washington State Professional Educator Standards Board
Special Meeting
August 3-4, 2000**

August 3, 2000

Members Present: Carol Coar, Dennis W. Sterner, Elaine M. Aoki, Emmitt Ray Jackson, Gary Kipp, Gary A. Livingston, Helen L. Nelson Throssell, Karen L. Rademaker Simpson, Kathryn A. Nelson, Ken Evans, Martha Rice, Nancy Diaz-Miller, Ron Scutt, Shelia L. Fox, Tim Knue, Tom Charouhas, Yvonne Ullas.

Members Unable to Attend: Terry Bergeson, Carolyn Bradley, Pat Wasley.

Staff Present: Lin Douglas, Traci Main

A special meeting of the Professional Educator Standards Board (PESB) was held August 3 and 4, 2000, at the Office of the Superintendent of Public Instruction (OSPI), Olympia, Washington.

The special meeting was called to order by Chair Charouhas at 9:05 a.m.

GENERAL ADMINISTRATION

PESB members introduced themselves. Chair Charouhas reviewed the agenda and shared some preliminary operating rules for the meeting.

AGENDA ITEMS

Jennifer Wallace (Executive Policy Advisor, Governor's Office). Greetings on behalf of the Governor. Provided a rationale for the PESB. Comments:

1. Education professionals assume responsibility for their profession.
2. Greater public focus on needs and strengths of the profession.
3. Reach out to peers and colleagues.
4. Identify alternative routes to attract nontraditional individuals to the profession.
5. Pay attention to PET work, as it will complement the goals of the PESB.
6. Governor is proud of the PESB and looks forward to its contributions.

Ann Shaw (Assistant AG) Legal Counsel assigned to the PESB.

1. Provided an outline of Open Meetings Act.

Lin Douglas (Interim PESB Executive Director) Provided an overview of HB 2760.

1. Sole rule making authority for teacher assessment in basic skills and content.
2. Sole advisory body to the State Board of Education (SBE).
3. An advisory body to the OSPI.
4. Charged with identifying two high quality routes to teacher certification.

Larry Davis (SBE Executive Director)

1. Distributed a notebook containing information describing policy responsibility, SBE membership, and SBE initiatives.
2. Emphasized that the SBE is interested in collaborating with the PESB.
3. Described responsibilities/role of an Executive Director position.

Budget

1. Reviewed basic categories of the fiscal note.
2. Lin Douglas recommended that the salary for the Executive Director be \$85,000 in order to be competitive and to be consistent with other Executive Director positions.

Motion: Moved by Mr. Jackson, seconded by Ms. Nelson Throssell to establish the Executive Director's salary at \$85,000. Motion carried.

Review of draft position announcement for the Executive Director.

- Discussed the role of the Executive Director with an emphasis on the leadership function of the position—legislative liaison, meet with other groups, image builder, represents who educators are, consensus builder, collectively coordinates opinions of board members, researcher, self-started, advocate for role and function of the PESB.
- Suggestions were made regarding revisions to the position announcement.

Motion: Moved by Ms. Coar, seconded by Ms. Ullas to leave the Master's degree as required. Motion failed.

Motion: Moved by Mr. Knue, seconded by Mr. Jackson to add "or equivalent experience" after "Master's degree." Motion carried.

- Advertising suggestions: Chronicle, Seattle Times, letters to superintendents, American Association of Agency Executives.

Barbara McLain, Senior Research Associate, Washington State Institute for Public Policy.

1. Provided a description of the WSIPP.
2. Explained legislative charge (via HB 2760) to examine governance and the scope of authority of other state educators' boards. Report is due to the legislature by January 1, 2001.
3. WSIPP study includes a review of research, input from qualitative documents, review of experience by other states, strengths and weaknesses of other models.

Beth Jackson, Project Director, Partnership for Excellence in Teaching.

1. Provided an overview of the PET Project
(Website: www.excellenceinteaching.org)

Operating Procedures

1. Meeting calendar:

September 19-20
October 24-25
November 28-29
February 13-14
April 24-25
July 10-11

Motion: Moved by Mr. Scutt, seconded by Ms. Diaz-Miller that the meeting in October be added to the proposed schedule. Motion Carried.

2. Discussion related to the formation of an interim Executive Committee to create a draft of PESB operating procedures and to serve as the interview team for the Executive Director's position.
3. Discussion: What did members like about the operating procedures reviewed from other states:
 - Indiana - mission, philosophy, vision, and Executive Director evaluation committee.
 - Georgia – majority vote rule
 - California – role of executive committee
 - North Carolina – expectations of board members, integrity section, and executive committee.
 - Oregon – duties of the chair, types of meetings.
4. Considerations expressed by board members—mission statement, option for majority/minority opinions, concise procedures, publish in a pamphlet, and follow boilerplate examples.

Meeting was adjourned at 4:20 p.m. until 8 a.m. on August 4.

August 4, 2000

Members Present: Carol Coar, Dennis W. Sterner, Elaine M. Aoki, Emmitt Ray Jackson, Gary Kipp, Helen L. Nelson Throssell, Karen L. Rademaker Simpson, Kathryn A. Nelson, Ken Evans, Martha Rice, Nancy Diaz-Miller, Ron Scutt, Shelia L. Fox, Tim Knue, Tom Charouhas, Yvonne Ullas.

Members unable to attend: Terry Bergeson, Carolyn Bradley, Gary Livingston, and Pat Wasley.

The meeting was reconvened by Chair Charouhas at 8:10 a.m.

1. Revised Executive Director Position Announcement

Motion: Moved by Mr. Knue, seconded by Mr. Kipp to accept the position announcement as proposed. Motion carried.

2. Continued discussion regarding operating procedures.

- In interim executive committee was formed:

Sheila Fox
Ken Evans
Nancy Diaz-Miller
Carol Coar
Emmitt Jackson
Tom Charouhas
Lin Douglas

The committee will meet on September 15-16 at McKnight Middle School. The charges to the committee are:

- Create a draft of PESB operation procedures.
- Interview candidates for the Executive Director's position.

Recommendations will be presented during the September 19-20 PESB meeting.

- Discussion related to PESB listing in the Washington Education Directory.

Motion: Moved by Mr. Kipp, seconded by Dr. Fox, to list names and e-mail addresses with mailing addresses where necessary. Amendment proposed by Mr. Jackson, seconded by Ms. Nelson Throssell, to add work place. Amendment carried. Motion carried.

3. Strategies for engaging the public.

The following suggestions were made:

- Block 30 minutes at the beginning of each meeting for public comment, limiting presentation to 5 minutes.
- Advertise on public radio.
- Need to frame considerations for directed testimony.
- Concern about beginning meetings with public comment, suggestion to end meetings with this process.
- Prior to a meeting, sign-in to speak, limit comment to 2 minutes.
- Take public testimony on agenda items as move through the agenda.
- Public forums in different parts of the state separate from regular meetings.
- Advertise that comments are welcome and the time limit for comment.
- Two comment periods
- First day – related to agenda items
- Second day – general comments
- Interim step: educate our constituencies.
- Brochure to describe the role of the PESB.
- Web site
- Broadcast meetings on TVW.

4. Alternative Routes to Certification. The “Opportunities for Alternative Routes” chart was distributed and discussed. Considerations were proposed.
- Need to consider the “Masters in Teaching” degree as an alternative route.
 - Need to conduct a thorough analysis of what is already occurring.
 - Explore the relationship of community colleges to high schools and IHEs. Think about how we can make a stronger connection between and among all three. Community colleges can play a major role.
 - Block time to discuss board members’ views/perspectives about the task.
 - Block time to present what already exists. Drs. Fox and Sterner will create a chart to depict what colleges/universities currently do relative to alternative routes.
 - Include private school teachers as a potential recruitment pool.
 - Need consistency across the state for candidates seeking alternative routes.
 - Maintain WAC flexibility to develop individual programs for candidates.
 - Give changing career individuals credit for work experience on the salary schedule.
 - Need “buy in” from districts.
 - Look at shortage areas (ESL, SPED, math, science, family & consumer sciences).
 - Possible connections with Spain and Mexico to recruit native speakers.
 - Address competition with signing bonuses and incentives in other states.
 - Need to be proactive, not reactive.

The following process was identified for investigating the topic:

- Consultants from states with high quality alternative routes to certification to present.
- PESB members have the opportunity to provide individual perspectives regarding alternative routes.
- Chart—what exists.
- Identify outcomes, quality indicators, and basic principles for alternative routes.

Chair Charouhas adjourned the meeting at 10:20.

Minutes
Washington State Professional Educator Standards Board (PESB)
Regular Meeting
September 19-20, 2000

September 19, 2000

Members Present: Elaine M. Aoki, Carolyn Bradley, Tom Charouhas, Carol Coar, Nancy Diaz-Miller, Ken Evans, Sheila L. Fox, Emmitt Ray Jackson, Gary Kipp, Tim Knue, Gary A. Livingston, Kathryn A. Nelson, Helen L. Nelson-Throssell, Karen L. Rademaker Simpson, Martha Rice, Ron Scutt, Dennis W. Sterner, Yvonne Ullas, Patricia A. Wasley, Terry Bergeson

Staff Present: Lin Douglas

The meeting was called to order by Chair Charouhas at 9:10 a.m.

GENERAL ADMINISTRATION

Chair Charouhas reviewed the agenda. The August 3-4 meeting minutes were reviewed and amended.

Motion: Moved by Ms. Coar, seconded by Ms. Aoki to approve the minutes as amended. Motion carried.

EXECUTIVE SESSION

AGENDA ITEMS

Executive Director.

Motion: Moved by Mr. Knue, seconded by Dr. Wasley to accept the report of the interim executive committee identifying two candidates for the executive director position. Motion carried.

Motion: Moved by Mr. Evans, seconded by Ms. Nelson-Throssell to select Jennifer Wallace as the PESB Executive Director. Motion carried.

Motion: Moved by Mr. Knue, seconded by Mr. Evans that the PESB go on record as thanking all the candidates and wishing them success. Motion carried.

Ms. Rice thanked the interim executive committee for their time and commitment to the selection process.

Draft of Operating Procedures. The draft document was discussed and amended.

Motion: Moved by Mr. Kipp, seconded by Ms. Nelson-Throssell to replace “Where issues become contentious, or where consensus seems unlikely” with “when necessary” Motion carried.

A more complete set of procedures will be developed by the executive director for review during the October meeting.

Executive Committee Members. The following PESB members were selected:

Teachers— Carolyn Bradley
Ken Evans
Administrators—Nancy Diaz-Miller
ESAs—Carol Coar
IHEs—Sheila Fox
At-Large—Emmitt Jackson

Vision/Mission Discussion. A vision describes the ideal while the mission describes the charge. There was general support for the following vision statement:

The vision of the Professional Educator Standards Board is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students.

Tom Charouhas proposed the following mission statement:

- Bring greater focus and attention to the profession of education
- Establish assessment policies that new practitioners . . .
- Advise the State Board of Education (SBE)

There was discussion related to whether the PESB advises all policy makers or just the SBE and Office of Superintendent of Public Instruction.

The vision and mission statements will be revisited during the October meeting.

Philosophy/Perspective Related to Alternative Routes to Teacher Certification. Discussion related to:

- Different state approaches.
 - Dr. Fox distributed a summary of alternative route programs that exist via the 22 teacher preparation programs.
 - Where are the shortage areas?
 - How can the profession look attractive?
 - Look at the process as an inspiration opportunity.
 - Washington is not in a crisis mode like California.
 - The PESB mission should guide the recommendations.
 - Research supports that prepared teachers result in better student learning.

- Do we have enough varieties in routes in Washington?
- Need to identify individuals in the candidate pool who want to be certified, but barriers prevent them from doing so.
- Mentorship is a valuable component of any alternative route program.
- Para-educators are a group of folks for whom an alternative route is appropriate. This is a real need.
- School districts should participate in funding internships. Need to identify incentives.
- Consider a “collaborative unit” (new teacher, mentor, institution, supervisor).
- How do we screen applicants? Knowledge of content is only one element of successful teaching.
- Possible outcomes for “alternative routes:”
- (p. 79 *Alternative Teacher Certification*)
- Result in high retention rates.
- Contribute to diversity and gender balance of teacher pool.
- Prepare candidates to successfully meet the professional certificate requirements, including a Professional Growth Plan.
- Strong academic course work to establish that program completers are able to design instruction and assessment based on the Essential Academic Learning Requirements.
- Pass content area exams.
- Who will we target?
- Recommendation. Encourage the PESB to focus on special education para-educators as a potential pool.

September 20, 2000

Members Present: Elaine M. Aoki, Carolyn Bradley, Tom Charouhas, Carol Coar, Nancy Diaz-Miller, Ken Evans, Sheila L. Fox, Emmitt Ray Jackson, Tim Knue, Gary A. Livingston, Kathryn A. Nelson, Helen L. Nelson-Throssell, Karen L. Rademaker Simpson, Ron Scutt, Dennis W. Sterner, Yvonne Ullas, Terry Bergeson

Members unable to attend: Gary Kipp, Martha Rice, and Patricia A. Wasley.

The meeting was reconvened by Chair Charouhas at 8:13 a.m.

AGENDA ITEMS

Dean/Director Presentations related to alternative routes to teacher certification.

Carol Merz—Dean, University of Puget Sound

Practicum as the basis for alternative route program format. Could be designed to parallel the professional certificate program.

Look at individuals and what they need, specifically, individuals on emergency certificates.

Evaluation must be based on performance in the classroom.

Andrea Sledge—Associate Dean, Central Washington University

Consider “alternative methods” of completing the teacher preparation program.

Shared two examples.

Karen Garrison—Associate Dean, Heritage

Described alternative route programs at Heritage (i.e., Futures Program, Migrant Council, Master’s in Teaching).

Recommended implementing “training labs” in schools where teachers are identified as exemplary.

New teachers do not have difficulty in content. They have difficulty in classroom organization and management. Programs need to be classroom-based.

Joyce Westgard—Dean, Saint Martin’s College

Provided an overview of Saint Martin’s programs.

College/university programs are moving away from the traditional seat-time approach.

Ideas about alternative routes:

- field-based
- practicum within methods courses
- transcript analysis to identify endorsement options
- interviews to determine options that meet students’ schedules
- cohort approach

Need to be sure that alternative route candidates meet the same performance-based standards as traditional route candidates.

District/Organization Comments**Don Neilson, Mike Jones—Seattle School District**

Certified is no guarantee of qualified. Certification should be earned on the job only after teachers demonstrate that they have the capacity to have children learn.

Need minority teachers.

Outcome of alternative routes needs to be quality instruction. Extended internships critical to successful teaching.

John Kinney, Randy Hathaway—Washington School Personnel Association.

Do not lose focus that the “clients” are the children who will be educated by individuals who complete alternative route programs.

Consider:

- We have raised the standards for kids.
- Shortages exist geographically.
- Reasons for retention problems.

Routes should not dilute competencies.

Teacher compensation must be addressed.

Consider the impact of “alternative route” prepared teachers upon interaction with traditionally prepared teachers.

Pedagogical skills are essential. Should be the focus of performance-based program.

Gary King—Washington Education Association

Build on what currently exists in professional certification.

Lorraine Wilson—Washington State School Directors’ Association

Alternative routes to teacher certification need to have assurances of quality.

Public Comment

Bev Kooi (written comment provided)

Jane Gray

Spoke on behalf of individuals with corporate experience as a candidate pool for an alternative route to certification.

Linda Campbell—Antioch University

Encouraged the PESB to consider the unique needs of tribal children.

O.J. Coates—Teaching Academy Program

The program is designed for high school students who wish to explore a career in teaching.

Andy Griffin—Title II Teacher Quality Enhancement Grant

Project is a three-year collaborative partnership involving OSPI, school districts, community colleges, four-year institutions, and community-based organizations. The goal is to develop teacher quality models that can be shared and implemented statewide.

Clarification of “two high quality alternative routes to teacher certification.” “Routes” means meets the residency certificate standards, but in a different way.

PESB members are invited to bring individual proposals to the October meeting to share.

Consistent existence of an alternative route is essential.

Ideas for the October meeting agenda were solicited.

Chair Charouhas adjourned the meeting at 2:20 p.m.



STATE OF WASHINGTON

PROFESSIONAL EDUCATOR STANDARDS BOARD

Old Capitol Building, 600 Washington Street S., Room 249, PO Box 47236 • Olympia, WA 98504-3113 • (360) 586-4465

Minutes

October 24-25, 2000

Central Washington University
Ellensburg, Washington

October 24, 2000

Members Present:

Tom Charouhas, Chair
Carolyn Bradley
Nancy Diaz-Miller
Sheila Fox
Gary Kipp
Gary Livingston
Helen Nelson-Throssell
Martha Rice
Dennis Sterner
Terry Bergeson

Elaine Aoki
Carol Coar
Ken Evans
Emmitt Ray Jackson
Tim Knue
Kay Nelson
Karen Simpson
Ron Scutt
Yvonne Ullas

Members Absent:

Pat Wasley

Staff Present:

Jennifer Wallace

Pamela DeKay

Chair Charouhas called the meeting to order at 9:05 a.m. Chair Charouhas introduced the new Executive Director, Jennifer Wallace and the new Executive Assistant, Pam DeKay.

GENERAL ADMINISTRATION

Chair Charouhas reviewed the agenda and asked for approval.

Motion: Moved by Dr. Bergeson, seconded by Ms. Diaz-Miller to approve the agenda. Motion carried.

Chair Charouhas addressed the Board members regarding e-mail correspondence. He asked that each Board member check his or her e-mail at least every three to four days. Chair Charouhas also asked that urgent notification only be used when the message is urgent. Dr. Bergeson reminded the Board that e-mail is a public record.

Chair Charouhas called for approval of the minutes.

Motion: Moved by Mr. Kipp, seconded by Dr. Fox to approve the September 19-20, 2000 minutes. Motion carried.

AGENDA ITEMS

Update on Residency Certificate, Other Certificates, Endorsements and Pedagogy Assessment

Dr. Lin Douglas reviewed tab three in the meeting materials provided to each member. Tab three contained information on performance indicators for professional certification; a continuum of teacher development; the endorsement competency development workgroup plan and schedule; the WACs for teaching, administration, school counselors, school psychologists, school social workers, school nurse, school occupational therapist, school physical therapist, school speech language pathologist or audiologist and limited certificates; a list of endorsements; a handout on the residency and the professional teacher certificates; pedagogy assessment timeline and the initial vocational certification requirements. As Dr. Douglas reviewed the tab, she provided an overview of the current certificates, endorsements and the pedagogy assessment as well as what to look for in the future.

Comments from professional organizations, colleges/universities, and students related to “alternative routes” to teacher certification

Representative Dave Quall participated by speakerphone to discuss his views on alternative certification routes.

Representative Gigi Talcott discussed her views on how the alternative routes should be developed.

Mr. Bryan Erickson from the Washington Association of vocational Administrators presented a summary on why alternate vocational certification is essential. Mr. Erickson also provided a handout.

Dr. David Marshak from Seattle University discussed the Master in Teaching Program at Seattle University.

Dr. Margit McGuire from the Washington Association of Colleges of Teacher Education expressed her concerns regarding alternative certification and provided a written summary.

Mr. Gary King from the WEA passed out a background paper for the WPESB to consider while developing alternative certification routes. Mr. King highlighted the 13 guidelines WEA would like to see followed in the development of the alternative certification routes.

Additional written comments were provided Senator Rosemary McAuliffe, and Mr. Michael Knapp from the Center for the Study of Teaching and Policy at the University of Washington.

PESB members present proposals/plans for “alternative routes” to teacher certification

Chair Charouhas reminded the Board of the objectives and goals of the Board as well as the criteria for high-quality alternative routes identified by the Board to find alternative routes.

Ms. Wallace clarified what the legislative intent was in the creation and charge of the Board. One of the charges was to come forward with at least one route to alternative certification for persons with substantial subject matter expertise to achieve residency certification through on-the-job training provided by a school district.

Chair Charouhas presented his proposal for the Mentored Teacher Internship Program, or M-TIP, and provided a handout outlining his proposal. He explained how the vision of this program is to promote the highest possible standards for a mentored internship experience for alternative track educators. The mission of this program is to develop a clear process for candidates to become certified to teach in Washington. The program is 15 months in length and requires a four to six week course in the summer to prepare for the mentored internship, a 36 week mentored internship program, and a four to six week program the following summer to prepare for induction to the system and for reflective peer mentoring.

Ms. Helen Nelson-Throssell presented her proposal to the Board. This proposal is specifically designed to recruit, prepare and license talented individuals for teaching whom already have at least a bachelor's degree. The proposal is field-based and includes coursework or equivalent experiences in professional education studies before and while teaching. The candidates work with trained mentors and must meet high performance standards for completion. A collaborative team awards certification after the first year.

Dr. Sheila Fox presented her proposal to the Board. This proposal is a joint IHE and district plan of study partnership. Minimum requirements for this program are a direct transfer Associate of Arts Degree with at least a 2.75 GPA, one year's experience as a para-professional, a passing score on the basic skills entry exam and a letter of support from both the principal and special education director. The IHE, school district, and candidate would develop the plan of study. The IHE would make the final recommendation for certification. The school district would have to grant a one-year leave of absence to attend college, provide a classroom and mentor teacher and participate in the evaluations. During the second year the candidate will participate in an apprenticeship program. Performance based standards will be used to monitor performance throughout the program.

Ms. Nancy Diaz-Miller, Ms. Kay Nelson and Ms. Elaine Aoki provided an overview of their proposal as well as a handout outlining the process. The program utilizes the existing state and IHE criteria for teacher certification as exit requirements. The program allows para-professionals to enter the school district under emergency certification in order for schools to utilize their services in the classroom without the supervision of a certified individual for the 1-2 year period. The state will provide the school district with monies to employ candidates and to provide guidance and assistance. Each intern must be supported by at least one mentor or other designated support person. Within 1-2 years, the para-professional must successfully pass the required course work and fulfill exit requirements.

Mr. Tim Knue gave an overview of his proposal for alternative routes to certification. Mr. Knue used the initial vocational certification requirement handout that as a model. The model would be varied in where each candidate can enter but targeted where the candidate exits. Mr. Knue provided three options. One showed the traditional approach to certification, the second mimicked the program offered at Central Washington University and the third option showed how many more options there are to finish the program if a candidate starts further away from the finish line. This option requires more work on the candidate's part.

Ms. Karen Simpson presented her proposals for internal and external alternative routes to certification. The two routes are similar. The internal route focuses on synthesis and compilation with an emphasis for a para-professional to move quickly to certification.

Mr. Scutt presented his proposal for a district certificate. A district certificate would be granted as follows:

- The district and candidate must work together for three years to be granted.
- The candidate must hold a bachelor's degree
- The School district and superintendent must agree upon the candidate
- The candidate must meet the age and character requirement set by the State Board of Education and pass the assessment test.

Benefits of granting/obtaining a district certificate would be:

- The districts working with the candidate can immediately review, set and prescribe training for the candidate through a District, ESD or University.
- A core team will work with the individual.
- The candidate will be granted all rights as granted to teachers.
- The certificate will be good for as long as the employee is employed by the district and should only be transferred if the portfolio they provide is up to another district's standards.

Work Session – Draft Proposals Related to “Alternative Routes” to Teacher Certification

The Board broke into two groups to discuss and work on external and internal routes to certification for the remainder of the scheduled evening.

OCTOBER 25, 2000

Members Present:

Tom Charouhas, Chair
Carolyn Bradley
Nancy Diaz-Miller
Sheila Fox
Gary Kipp
Gary Livingston
Helen Nelson-Throssell
Martha Rice
Dennis Sterner

Elaine Aoki
Carol Coar
Ken Evans
Emmitt Ray Jackson
Tim Knue
Kay Nelson
Karen Simpson
Ron Scutt
Yvonne Ullas

Members Absent:

Terry Bergeson

Pat Wasley

Staff Present:

Jennifer Wallace

Pamela DeKay

GENERAL ADMINISTRATION

Chair Charouhas called the Board to order at 8:00am and announced changes to the agenda.

Public Comment

At 8:15, Chair Charouhas called for public comment. There being no one signed up to speak during time set aside for public comment, the Board moved to the next agenda item.

Budget Presentation

Ms. Wallace presented the budget to the Board. Ms. Wallace then discussed the expenditure differential of the '00-01 budget. She then presented the current budget versus the proposed budget. Ms. Wallace explained the proposed increase due to the increase in meetings and the salary adjustment to a competitive level that will be needed in order to hire an assessment specialist. Ms. Wallace asked the Board to give authority to the Executive Committee to approve the budget at their meeting on November 13th and 14th, 2000.

Motion: Moved by Dr. Sterner. Seconded by Mr. Jackson to grant the Executive Committee the authority to approve the 01-03 budget. The motion passed unanimously.

Work Session – Draft Proposals Related to “Alternative Routes” to Teacher Certification

At 8:20 a.m., the Board broke into two groups to discuss and work on external and internal routes to certification for the remainder of the morning.

At 1:00 p.m., Chair Charouhas called the Board back to order and introduced Sylvia Soholt from KSA-Plus Communications.

Communication/Media Strategies and Plan

Ms. Soholt provided two handouts. The first handout outlined three options for the Board to review on communication styles. The second handout outlined tips on how to see what you say in print. Ms. Soholt then presented the three options of communication styles.

The Executive Director and the Chair have sole responsibility for communicating with print and electronic reporters/editors and responding to their calls in the first option of communication.

In the second option, primary responsibility for communicating with print and electronic reporters/editors and responding to their calls falls to the Executive Director and the Chair. When members receive calls from reporters, they are to only answer questions related to positions the Board has officially adopted. Board members do not share personal opinions and do not contribute insights about the deliberations of the Board.

The third option presented allows the Chair, Executive Director and the members of the Board to share responsibility for communicating with print and electronic reporters/editors and responding to their calls. Members of the Board will respond to questions whenever they are contacted. However, Executive Director, Chair and members of the Board do not volunteer personal opinions, but may express differing opinions of the Board.

After some discussion among the Board members, it was the consensus of the Board to follow the third option for style of communication, with the option for Board members to follow the first or second option should they feel more comfortable in doing so.

Discussion: PESB Proposals

Chair Charouhas summarized the work of the external route workgroup to the full Board. He then directed Ms. Wallace to take the internal and external proposals and return to the Executive Committee on November 13 & 14, 2000 with a draft report to the Legislature outlining the internal and external alternative certification routes agreed upon by their respective sub-groups.

Chair Charouhas adjourned the meeting at 3:15 p.m.

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